



Lecture 7: Motivation Part 1

Learning Objectives

1. Describe the three key elements of motivation.
2. Compare and contrast the three needs theories of motivation.
3. Compare and contrast the three process theories of motivation.

Motivation Defined

- **Motivation:** The processes that prompt action, provide direction, and sustain one's efforts toward attaining a goal
 - Contributes to how and why we perform
 - 1 behavior, multiple motives
 - Varies between individuals and within individuals



Motivation Defined

- 3 key elements:
 1. **Intensity:** How hard a person tries
 2. **Direction:** Whether a person's orientation helps (positive) or hinders (negative) goal attainment
 3. **Persistence:** How long a person can maintain their effort even in the face of obstacles

Motivation Defined

- **Need or content theories** suggest we are motivated to satisfy our needs.
 - *What* motivates us?
 - Examples:
 - Hierarchy of needs theory
 - Two-factor theory
 - Self-determination theory
- **Process theories** identify the cognitive processes that precede our behaviors.
 - *How* are we motivated?
 - Examples:
 - Goal-setting theory
 - Expectancy theory
 - Equity theory

Maslow's Hierarchy of Needs

- Suggests we have 5 needs that motivate our behavior:
 - Lower-order needs – Physiological, safety, social
 - Higher-order needs – Esteem, **self-actualization** (the drive to become your best self)
- As a need becomes substantially satisfied, it no longer motivates, and the next need becomes dominant.
- No need is ever fully gratified.

Maslow's Hierarchy of Needs

What satisfies higher-order needs?

Self-actualization needs

- Creative and challenging work
- Participation in decision making
- Job flexibility and autonomy

Esteem needs

- Responsibility of an important job
- Promotion to higher status job
- Praise and recognition from boss

What satisfies lower-order needs?

Social needs

- Friendly coworkers
- Interaction with customers
- Pleasant supervisor

Safety needs

- Safe working conditions
- Job security
- Base compensation and benefits

Physiological needs

- Rest and refreshment breaks
- Physical comfort on the job
- Reasonable work hours

Herzberg's Two-Factor Theory

- Suggests the factors that lead to satisfaction are separate and distinct from those that lead to dissatisfaction
- Opposite of dissatisfaction is no dissatisfaction
- **Hygiene factors** prevent it and are extrinsically motivating.
- Opposite of satisfaction is no satisfaction
- **Motivators** enhance it and are intrinsically motivating.

Base wage or salary
Working conditions
Coworker relations
Policies and rules
Supervisor quality

Achievement
Recognition
Responsibility
Meaningfulness
Advancement
Personal growth

Self-Determination Theory

- Suggests our behaviors are determined by 3 needs:
 - **Need for autonomy:** A need to experience self-direction and control of our thoughts and actions
 - **Cognitive evaluation theory:** Extrinsic rewards can reduce intrinsic interests
 - **Need for competence:** A need to be effective in interactions with others and within the environment
 - **Need for relatedness:** A need to establish close relationships characterized by support and concern

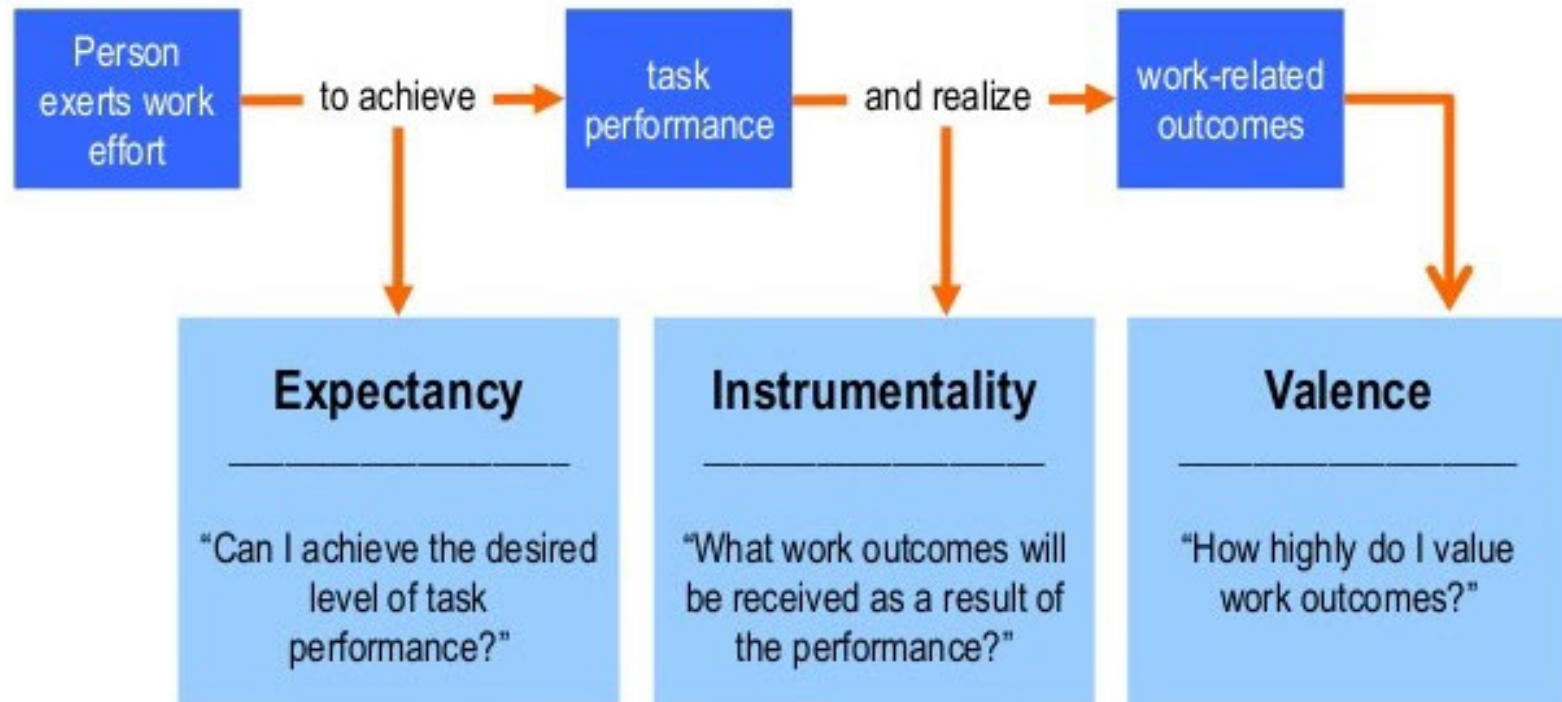
Goal-Setting Theory

- Suggests we are motivated by our intentions to work toward a goal
 - **Goals** tell us what to do and how much effort is needed.
- Factors that lead to higher performance:
 - Goal acceptance, commitment, specificity, and difficulty
 - **Self-efficacy**: The confidence in one's ability to perform a task
 - Presence of feedback

Expectancy Theory

- Suggests our behavior depends on our expectations
- **Expectancy:** The effort–performance relationship
 - The perceived probability that exerting a given amount of effort will lead to performance
- **Instrumentality:** The performance–reward relationship
 - The perceived degree to which performing at a particular level will lead to the attainment of rewards
- **Valence:** The rewards–personal goals relationship
 - The degree to which rewards are attractive and satisfy personal goals or needs

Expectancy Theory



Expectancy Theory

To Maximize Expectancy

Make the person feel competent and capable of achieving the desired performance level



- Select workers with ability
- Train workers to use ability
- Support work efforts
- Clarify performance goals

To Maximize Instrumentality

Make the person confident in understanding which rewards and outcomes will follow performance accomplishments



- Clarify psychological contracts
- Communicate performance—outcome possibilities
- Demonstrate what rewards are contingent on performance

To Maximize Valence

Make the person understand the value of various possible rewards and work outcomes



- Identify individual needs
- Adjust rewards to match these needs

Equity Theory

- First, we make judgments about what we put into our jobs (inputs) and what we get out of them (outcomes).
 - **Inputs:** Time, effort, education, and experience
 - **Outcomes:** Money, promotions, and recognition
- Second, we compare our inputs and outcomes to those of other people who are similar to us.

$$\frac{O_p}{I_p} = \frac{O_o}{I_o}$$

Equity

$$\frac{O_p}{I_p} > \frac{O_o}{I_o} \quad \frac{O_p}{I_p} < \frac{O_o}{I_o}$$

Inequity

Equity Theory

- Third, we respond to both positive and negative inequities.
 - Change inputs – Exert more or less effort
 - Change outcomes – Produce more at a lower quality
 - Distort perceptions of self
 - Distort perceptions of others
 - Choose a different referent
 - Leave the field



Implications for Managers

- Emphasize intrinsically rewarding factors associated with the work itself or the outcomes directly derived from it.
- Enhance perceptions of autonomy and self-efficacy.
- Help employees set specific and difficult goals that align with the organization's goals. Provide developmental feedback on their progress toward those goals.
- Provide realistic job previews and establish clear performance expectations.